**K-5 Math Lesson Plan**

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| **Teacher:** | | | | **Grade:2** | | | | **Date(s)**: **Day 5 of Task 1** |
| **Unit Title:**  **Unit 1: Understand Place Value (Hundreds, Tens, Ones)** | | | | | **Corresponding Unit Task:**  Take an inventory of the school supply store by determining how many items are leftover from last year. Use skip counting to help you find the total number of each item. | | | |
| **Essential Question(s):**  **How do patterns help me skip count? How do I compose numbers up to 1000? How do you know the value of a number?**  **(These stay up during the entire 25 days)** | | | | | | | | |
| **Materials/Resources** | | | | | **Essential Vocabulary** | | | |
| **Teacher:**  **Teacher will need to create number lines using sentence strips that are equally divided into sections of 100. The second number line would start 101-200 and so on or teacher could use the teacher treasure link for task 1 lesson l to create number lines from 1- 1000.**  **Number Line Generator**  [**http://themathworksheetsite.com/numline.html**](http://themathworksheetsite.com/numline.html) | | | **Student:**  **Teacher created number lines ( 1-1000) for each student or pairs of students**  **Pencils, beans, counters or buttons, blank number line, math journal** | | | | **plot**  **number lines**  **hundreds**  **tens**  **thousand**  **increments**  **corresponding**  **skip counting**  **count on** | |
| **Learning Experience** | | | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **2. NBT.1: Understand that the 3-digits of a 3-digit number represent the amount of hundreds, tens, and ones.**  **2. NBT.2: Count within a 1000; skip count by 5’s, 10’s, 100’s.** | | | | | | | |
| **I Can Statement(s):**  **I can count on using groups of hundreds, tens.**  **I can count by 10s and 100s using a number line to 1000.** | | | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Use teacher tube to show students the video of counting by 5s, 10s, and 2s. <http://www.teachertube.com/viewVideo.php?video_id=160936&title=One_Hundred> | | | | | | | |
| **Teacher Directed:**  Using a number line from 1- 1000 the teacher will plot increments of hundreds beginning with zero to 1000. The teacher would model skip counting aloud as they plotted the increments. The teacher could draw or display hundreds blocks (magnetic or plastic) for the students to count. The students would then find the corresponding hundreds on the number line.  Then the teacher would pick a number combining hundreds and tens (ex: 420). The teacher would model their thinking aloud strategy about which number line to use and start skip counting by 100 aloud using a combination of hundreds and tens to arrive at the end number of 720. Then the teacher would plot that number on the number line. Repeat the process for several more numbers. Then the teacher will model skip counting on a number line starting at 234 and ending at 634 counting by increments of 100.  \*\* Use the Teacher Guide for Counting On Using Base –Ten Blocks and Number Lines from GEMS as a reference. | | | | | | | |
| **Guided Practice:**  Students use their number lines to skip count in increments of 100 from 456 to 756. Students will draw corresponding pictures on their number line to help them understand the concept. Students will work in pairs to complete the task. The teacher will provide students with another number and students will work together to create a number line with corresponding pictures skip counting with increments of 100. | | | | | | | |
| **Independent Practice:**  Provide students with a blank number line starting at any number higher than 100 that the teacher selects. Students will glue their line graph in their notebook. Teacher will observe students working to see if they understand concept. | | | | | | | |
| **Closing/Summarizing Strategy:**  Students can share their answers with their table mates. Students can explain how they arrived at their answers. | | | | | | | |
| **Differentiation Strategies** | | | | | | | | |
| **Extension** | | **Intervention** | | | | **Language Development** | | |
| * Start with numbers like 599 and skip count by 100s. | | * Allow students to use a hundreds board and work with a partner. | | | | * Allow students to use hundreds and tens blocks to have concrete representations of the numbers. | | |
| **Assessment(s):**  Teacher will write informal notes about how students performed during independent work. | | | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | | | |